

COMMISSION ON TEACHER CREDENTIALING

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TO: Deans and Directors of Teacher Education;
County and District Superintendents

FROM: *Rich Mastain*
Richard K. Mastain, Executive Secretary

SUBJECT: Regulations and Guidelines for Meeting Requirements for Education
Methods Faculty Participation in Public Schools (Sections 80674
through 80674.7 of Title 5, California Administrative Code)

Regulations governing Educational Methods Faculty Participation in Public Schools are attached for your information, and became effective October 2, 1985. As you know, SB 813 (of 1983) provided that faculty who teach at least one educational methods course on a regular basis are required to participate actively in the public schools at least once every three years.

The purpose of this correspondence is to provide some initial guidelines for implementing these regulations and to suggest some indicators of quality for your evaluation of activities related to active involvement in the public schools. The suggested indicators of quality are preliminary at this time and are presented here as suggestions only.

The Commission currently is redesigning its program approval and evaluation standards, and the suggested indicators of quality will be considered for inclusion as standards for program evaluation as part of the redesign effort. The indicators of quality presented below will be part of the subject of the Redesign Regional Conferences held in January 1986, at which time there will be public dialogue about the total Commission redesign efforts. The results of these conferences then will be subject to Commission approval.

The preliminary suggestions for assessing the quality of the faculty participation activity are presented in four categories for your reference.

1. Time

The regulations specify that once every three years all educational methods faculty shall spend the equivalent time of 25% of their average teaching assignment over the immediate past five academic terms (two years) actively participating in public school classrooms. In most cases, the time spent on the faculty participation activity would be the equivalent of one three-semester-hour course, or 45 clock hours.

Indicators of Quality

- a. One indicator of quality is the length and sequence of time spent in the public school classroom for each activity. More extensive and concentrated time periods tend to contribute more to the development of the faculty member as well as the students involved, since they afford the opportunity for more coherent teaching and learning experiences.
- b. A second indicator of quality is the number of hours spent in this activity by the faculty member which surpass the minimum required of the individual.
- c. A third indicator of quality is how closely the activities are related to the regular schedule of the activities of the classroom and school.

2. Active Participation

The regulations call for a minimum of one half of the time to be spent in direct instructional interaction. This has been interpreted as meaning giving instruction to an individual pupil, small group or whole class, carried out alone, or in a team arrangement with the regular classroom teacher.

Indicators of Quality

Since the intent of the 1983 legislation was to keep the methods faculty current with the realities of the classroom, students, and teaching, a measure of quality is the extent to which the activity involved direct instructional interaction as well as an assessment of the context, process, and outcome of instruction. The following criteria can be used to assess the quality of the activity:

- a. Was the activity coordinated with the classroom curriculum?
- b. Was the faculty member involved in all phases of planning, delivering and evaluating one or more units of instruction?
- c. Has the faculty member engaged in conference with teachers or peers both before and after the activity?

3. Planning

The regulations call for a faculty implementation plan to be developed by the faculty member in conjunction with the classroom teacher and approved by the university and school district administrators.

Indicators of Quality

Quality measures include responses to the following:

- a. Has the activity been well planned in advance of actual participation?
- b. Has an agreement between school district and higher education been documented?
- c. To what degree does the activity contribute to the development of all parties involved, i.e., classroom teacher, pupils, professor?
- d. Have the classroom teacher and principal been involved in all phases of planning, implementation and evaluation?

4. Documentation

The regulations call for the verification and documentation of faculty participation activities to be made by the university administrator, in concert with the public school administrator.

Indicators of Quality

- a. Do the records show involvement of all educational methods faculty?
- b. Is there documentation of involvement of all parties concerned (i.e., university administrator, faculty member, public school administrator, classroom teacher)?
- c. How detailed is the documentation regarding the nature of the completed activities?

The documentation and evaluation of all faculty participation activities should be available to visiting program evaluation teams at the appropriate time. This material will be reviewed for the purpose of compliance and quality appraisal. Exemplary practices will be noted and, with the permission of those involved, disseminated by the Commission.

If you have any questions, please contact Dr. Sidney A. Inglis at (916) 322-2305.

COMMISSION ON TEACHER CREDENTIALING

ADDITION TO TITLE 5 REGULATIONS

CALIFORNIA ADMINISTRATIVE CODE

CHAPTER 5. VALIDATION OF SERVICES WITHOUT A CREDENTIAL AND APPROVED PROGRAMS

DETAILED ANALYSIS

Article 3. Other Program Approval Procedures

EDUCATIONAL METHODS FACULTY PARTICIPATION IN THE PUBLIC SCHOOLS.

80674.1 DEFINITIONS. As used in this article, the following terms shall have the meanings set forth below:

(a) "Professional preparation program" refers to all programs of an accredited higher education institution which lead to a multiple subject, single subject, specialist, or special class authorization (e.g., clinical rehabilitation specialist) credential.

(b) "Direct instructional interaction" means instruction of an elementary or secondary class, group, or individual, carried out alone or in a team arrangement with the regular classroom teacher.

(c) "Course in teaching methods" means any course offered in an approved program at a higher education institution which focuses upon applied classroom instructional strategies and techniques for effective instruction of elementary and secondary pupils.

(d) "Evaluation process" is the Commission's process by which teacher education programs at accredited higher education institutions are approved, placed on probation, or terminated as a result of being visited by a team of external evaluators. This team is composed of educators, including classroom teachers, and lay persons.

(e) "Probationary status" means an approved program of professional preparation which has been determined to be out-of-compliance with one or more Commission requirements on the basis of findings by a program evaluation process, but which is allowed to continue operation and recommend candidates for credentials. The term "Probationary Approval" does not apply to subject matter programs. The implementing institution of higher education/local education agency has no more than one year to correct the identified deficiencies and to regain "Standard Approval" or be subject to "Terminated Approval."

(f) "Annual reports" will be written reports requested by the Commission which document data about the faculty participation programs deemed to be worth collecting and sharing with institutions of higher education and others interested in teacher education.

Authority cited: Sections 44225(b) and 44228, Education Code. Reference: Sections 44227.5 and 44203(d), Education Code.

80674.2. FACULTY MEMBERS REQUIRED TO PARTICIPATE IN THE PUBLIC SCHOOLS.

Effective October 2, 1985, the college or university administrator responsible for teacher education must verify and retain documentation to ensure that the required participation activities have been satisfactorily completed. Said documentation shall include verification that all faculty members who teach at least one course in teaching methods in professional preparation programs as a standard assignment shall have actively participated in the public schools at least once every three years.

Authority cited: Section 44225(b), Education Code. Reference: Section 44227.5, Education Code.

80674.3. ACTIVE FACULTY PARTICIPATION IN THE PUBLIC SCHOOLS.

Acceptable activities for meeting the requirement for active participation by faculty members affected by this statute are those activities which enhance the professional development of the faculty through direct involvement in public schools and classrooms. Such involvement shall include direct instructional interaction with students in a classroom setting during the regular school day for a minimum of one half the time assigned for each faculty member to participate in the public schools. The other half of the assigned time may also include the following activities conducted within the context of the classroom:

- (a) Inservice education/staff development for school personnel and faculty.
- (b) Curriculum development.
- (c) Research grants and/or pilot projects related to the schools.
- (d) Educational service to school districts and/or county offices.
- (e) Clinical supervision of student teachers and/or inservice of classroom teachers.

Authority cited: Section 44225(b), Education Code. Reference: Section 44227.5, Education Code.

80674.4. ASSIGNED TIME REQUIREMENT FOR FACULTY.

The time required to meet this provision shall be the equivalent of 25 percent (25%) of the faculty member's average teaching assignment over the two years prior to each three-year period of participation (33% for a quarter or its equivalent), once every three years.

Authority cited: Section 44225(b), Education Code. Reference: Section 44227.5, Education Code.

80674.5. FACULTY IMPLEMENTATION PLAN.

Individual higher education faculty members who are affected by this regulation shall complete a plan to be approved and retained by the college or university administrator responsible for teacher education for the purposes of review prior to participating in a school-based activity which will include, but not be limited to, the following:

- (a) A signed agreement between the institution and the school district to participate in the process.
- (b) A proposal describing the activity/activities developed by the faculty member, in conjunction with the classroom teacher when applicable, and countersigned by the appropriate person.

Authority cited: Section 44225(b), Education Code. Reference: Section 44227.5, Education Code.

80674.6. REPORTING OF EXEMPLARY PRACTICES.

School districts and/or institutions of higher education shall, upon request, provide the Commission periodically with summaries and reactions regarding the successes and benefits of the participation activities and implementation modes.

Authority cited: Section 44225(b), Education Code. Reference: Section 44227.5, Education Code.

80674.7. VERIFICATION PROCEDURE.

(a) A verification procedure shall be established in which the completed participation activities are reported to the university administrator responsible for teacher education by the public school administrator. The college or university administrator in collaboration with the district shall verify whether or not the activity has been completed.

(b) All documentation of faculty participation activities shall be reviewed for compliance during the evaluation process and shall be subject to random monitoring. Failure to meet this requirement may result in probationary status of the program.

(c) Institutions of higher education shall provide annual reports to the Commission upon request.

Authority cited: Section 44225(b), Education Code. Reference: Section 44227.5, Education Code.